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For the JOURNAL.

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by PHILIP MENOIR.

Hither! to the sunny fields,
Weary CHILD of TOIL;
Thine the gifts that nature yields,—
Balmy air and soil.

Listen to the Linnet's song,
Joyous all the day;
Watch the Swallow's mazy throng,—
Be as glad as they.

Climb with me the breezy hill,
Wander o'er the down;
Linger at the quiet rill,
Far from busy town.

Rest at noon in leafy wood,
Haunt of babbling brook;
Read awhile, in pensive mood,
Nature's glorious book.

Home the gathered wisdom take,
Fresh from NATURE's scroll;
Place of sunshine shall it make,
Garnered in thy soul.

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"Common Schools in the several school districts SHALL NOT BE FREE" was in one brief year thereafter proclaimed, in thunder tones by an aggregate majority of nearly FIFTY THOUSAND, in forty-two of the fifty-nine Counties.

Every possible effort had been made by the friends of the Free Schools in the legislature which had intervened between these two periods, for the effectual remedy of all the imperfections in the details of the obnoxious Act, while preserving its great principle intact: but in vain. "INSTANT and UNCONDITIONAL REPEAL" was the war-cry of the rural districts: and the issue was bravely and fearlessly met!

In the meantime, the condition of the ten thousand common schools, outside of the Cities and large towns, of the State, was deplorable in the extreme. No funds beyond those imperative provided for by the State, were raised—the inhabitants of the several districts pertinaciously refusing to exercise the discretionary power vested in them. A brief

term of three or four months, with a cheap teacher, was feebly kept up, instead of the eight months of previous years—with no supervision except that of trustees, mostly illiterate and incompetent—the County Superintendency having been abolished, and no substitute for this indispensable agency provided. From 400 districts no reports were received, and in the remaining 11,000, out of 800,000 pupils taught during the year 200,000 had been under instruction during a period of less than two months.

The Third Campaign on the part of the friends of Free Schools was opened by the calling of a general State Convention to assemble at Syracuse, on the 10th of July, 1850. This convention was presided over by the Hon. CHRISTOPHER MORGAN the State Superintendent, with great dignity and efficiency; and was attended by a large collection of delegates from every section of the State. Resolutions embodying the sentiments of its members and of the Free School interest throughout the State were submitted by a Committee of which HORACE GREELEY of New York was the chairman, and worthy representative; and were ably and eloquently sustained by the Rev. SAMUEL J. MAY of Syracuse; the Rev. HENRY MANDEVILLE of Albany; the Rev. Dr. LORD of Ohio, then on a visit to Syracuse; O. B. PIERCE of Oneida, and Messrs BLOSS and STARR of Rochester. Mr. McMASTERS of New York, a recent Catholic convert then took the floor in opposition to the resolutions, to Free Schools, and to the entire system of common school education.—No teaching not embracing religious dogmatic instruction was of any avail. He was followed by Mr. BASCOM of Seneca who occupied substantially the same ground with Mr. McMASTER, with the exception of religious dogmas. Mr. GREELEY and myself then successively occupied the floor, in reply to the two last speakers. On the succeeding day, the President, Mr. MORGAN took leave of the Convention in an able and masterly exposition of the fundamental principles of Free School education and in confutation of the arguments urged against it. "Let us declare," he observed in conclusion, "in thunder tones, that every child has a right to an education; that EVERY CHILD SHALL BE EDUCATED; and that the law, by its strong hand, shall draw, if necessary, from the pockets of those who have the money, but not the heart to contribute of their abundance to such a glorious enterprise!" A letter was then read from the venerable Dr. ELIPHALET NOTT, President of Union College, strongly commending the adoption of the Free School system. The discussion of the preceding day was resumed by Prof. PIERCE of Oneida, WALKER of New York, and myself, at the close of which the resolutions reported by the Committee of which Mr. GREELEY was Chairman, were unanimously adopted—Messrs McMASTERS and BASCOM having retired. An eloquent and powerful Appeal to the People of the State prepared by a committee consisting of HORACE GREELEY and JAMES W. BEEKMAN of New York, CHARLES B. SEDGWICK of Onon-

daga, ALANSON HOLLY of Wyoming, WILLIAM F. PHELPS of Albany, SAMUEL B. WOOLWORTH of Cortland, and O. G. STEELE of Erie, was then read by Mr. GREELEY and unanimously adopted; after which the Convention finally adjourned.

During the ensuing four months an animated and exciting contest was kept up in every section of the State. The three leading educational journals,—the "Free School Clarion" edited at Syracuse by W. L. CRANDALL, the "JOURNAL OF EDUCATION" by JOSEPH McKEEN at New York; and the District School Journal under my editorial supervision at Albany, were kept in full blast and circulated far and wide throughout the State. On the other hand, the "Freeman's Journal" of the City of New York—the leading Roman Catholic organ—entered vigorously into the campaign in that City, as the representative of the Sectarian element in education so seriously jeopardized by the success of the Free School principle. In the southern tier of Counties Anti-Free School Conventions were assembled—resolutions of the most radical stamp passed, and a representative newspaper organ established. In the City of New York, the head quarters of the friends of Free Schools, were opened early in summer on the first floor of the present Hall of the Board of Education, where the indefatigable JAMES W. BEEKMAN was daily to be found earnestly occupied in the preparation and diffusion of educational documents, and in conducting an extensive Correspondence throughout the State: and by his side in active and efficient co-operation, HORACE GREELEY, H. J. RAYMOND, HENRY NICOLL, ANDREW W. LEGGAT, JOSIAH HOLBKROOK, JOSEPH McKEEN, FREDERICK DEPEYSTER, PROSPER M. WETMORE, PETER COOPER, DR. D. M. REESE, BENJ. R. WINTHROP, and many others of a similar stamp.

When the "idea" of November "had come" and fully passed, it was found that while an aggregate majority of 46,874 had been rolled up in favor of the unconditional repeal of the Act of 1849, in forty-two of the fifty-nine Counties of the State,—in the remaining seventeen Counties, including New York, Kings, Albany, Rensselaer, Onondaga, Erie, Dutchess and Columbia, in which Free Schools were already in successful operation, the aggregate majorities AGAINST REPEAL amounted to nearly 72,000, to which the City of New York, to her everlasting credit, contributed 88,000; and Kings Co. 10,000,—less than a thousand votes having been cast in either County in favor of repeal.

By a clear majority of over TWENTY-FIVE THOUSAND votes, therefore, the great contest was definitively decided for the second time by the most intelligent and enlightened body of electors in the Empire State. The "long agony" was over; the fundamental principle of FREE SCHOOLS for every child in the State, inscribed in "letters of living light" in the first sentence of the Act of 1849, could never thereafter, be violated or legally circumvented: although not until seventeen years afterwards, was it fully and faithfully

obeyed in its letter and spirit. For seventeen years longer parents were required by the existing provision of the law as amended in 1851 by the bill reported by Mr. BURBROUGHS of Orleans, as a substitute for that of Mr. THEODORE H. BENEDICT of Westchester, to contribute by rate-bill, to the payment of teacher's wages in their respective districts. In 1866 the enormous sum of \$655,158.78 was paid by parents in the rural districts, on rate bills, over and above the public money and the sum raised by taxes. On the urgent and persistent representation and recommendation of Superintendent VICTOR M. RICE in 1867, this obnoxious and abnormal feature of the School law of the State was finally repealed!

FRIENDS AND BROTHERS, THINK OF IT! Ten years have not yet elapsed since the Common Schools of our entire State,—city and county included—were entitled to the proud name they continued to wear for nearly twenty years,—that of FREE SCHOOLS—open without discrimination or restriction to every child, whether of wealth or indigence! And now in this grand CENTENNIAL YEAR of Jubilee, that noble banner flaunts triumphantly over every State and Territory of the GREAT REPUBLIC!

The Wonders of the Sky.

I have from my earliest years been attracted by the glory and beauty of the sky, and have not yet ceased to wonder at the harmony and grandeur seen in the universe of God. The great trouble with me has been that in the pursuit of Astronomical science, so much has been left to speculation and conjecture. With the earth it is different, it lies beneath our feet, and we can, in our investigations have the most tangible evidences, before reaching a conclusion in the matter. But when we look upward, the most we can do is to wonder and keep on wondering at the sublimity seen in the sky.

As I arise in the morning I take occasion to look at the face of the sky and I always find it favorable to meditation, to thus commune with nature. There I behold Jupiter and Venus, Arcturus and Lyra, planets and stars the first in magnitude and splendor. And as I gaze at their steady and brilliant light, I wonder if they are inhabited by such a thoughtless, reckless, money getting race as we are. I wonder if every district up there, quarrels about where they shall put this schoolhouse, and who shall be their teacher. I wonder if, because a teacher walks some young gentleman to his seat for violation of rules, he will be threatened with a law suit. I wonder if in their cities they have man traps on every corner, and when some poor fellow falls into one, the police take him up and fine him ten dollars. I wonder if they have any Flaks, or Stokes, or Tweeds up there, and if so, what do they do with them. I wonder if they have any strong minded women to keep society in a continual ferment, and go back on the just and wise arrangement of God, in domestic concerns. In short, I won-

der if they have any papers or books, schools and churches, telegraphs and railroad cars, the same as we have. If not, I prefer the earth with all its errors and do not desire at present to emigrate to any other sphere.

A TEACHER.

Prof. A. J. Deane's Academy, 473 CARLTON STREET, BROOKLYN.

There are several kinds of teachers:—those that teach for money; those that follow it because they are in it and could not find any thing else they could do; and those who teach from a love for the work; Mr. Deane is of this class. There are many kinds of schools:—those where the pupils come and make a business of learning various useful tables and facts; those where the scholars gather because there is pressure at home and markings for absence on the record book; and those where the students assemble from a desire to know, and in sympathy with the earnestness that is seen in the teachers; Mr. Deane's school is of this kind.

He began his work here in 1875, and has already attracted the attention of the public, because his work is done with remarkable earnestness. We found him in a pleasant house situated about midway between Atlantic and Fulton Avenues.

The older pupils are in the back parlor, whose walls are hung with maps which, with a single exception, are the work of pupils of Mr. Deane. We might stop here if these maps were not really something quite remarkable in their construction. Very few but would suppose they were printed on the ordinary press. His method of teaching Geography is based on a construction of the country to be studied, on slate or paper by the pupil. That this is the correct plan will be easily admitted by one who will examine the work of his pupils.

In the cheerful front parlor the younger pupils are under the care of Mrs. Deane and Miss Ingham, and here the studies suited to their age are carefully taught them.

EARNESTNESS.

The whole aspect of these rooms show the earnestness of the teachers to make deep and valuable impressions on the minds of the pupils. We notice the mottoes on the walls—"The Lord is good to all," "Knowledge is Power," "No Lie thrives," "Be Patient."

THOROUGHNESS.

It is apparent that with classes of twelve, an opportunity for great thoroughness is possible. Of this Mr. Deane avails himself. The spelling lesson (from the Scholar's Companion) was not only spelled but each word was defined, and its use made plain. The Grammar class, after the usual lesson, read over the coming lesson, when the meaning of the definitions was explained, so that the study of them would not be in vain.

PREVIOUS LABORS.

Mr. Deane has spent about thirty years in teaching; in Bermuda, in Vineland and in Staten Island. In each of these places his skill has been appreciated, and his pupils recognize in him a helper of uncommon merit. His work in Vineland met with warm appreciation.

CHEERING EVIDENCES.

are every where visible during these very "hard times." Nearly forty pupils have been enrolled, and a current of favorable public opinion started in favor of the school. A pleasing feature is the evident attention paid to the deportment of the pupils. Kindness, politeness, cheerfulness, industry and attention to others needs are things that are taught without text-book perhaps but none the less thoroughly for all that.

There was a very little boy wading up to his knees, almost, in the slush on Summit street, Friday afternoon, when a passing gentleman said to him, "Why ain't you to school, young man?" "Cos I've got the hoopin' cough," he explained.

Gleanings.

LETTER FROM WESTFIELD, N. J.

PROF. A. D. BAILEY'S CLASS. ELOCUTION AND ITS BENEFITS. WESTFIELD. A MODEL SCHOOL ITS PLANS AND BENEFITS, &c.

Messrs. Editors.

It was our fortune to attend some very interesting exercises at Westfield, Thursday Evening, May 4th. Prof. A. D. Bailey of Springfield, N. J. and some of his pupils gave some readings and recitations at the Academy Hall. The selections were good ones. All of the pieces were finely given, and some of the recitations showed a marked degree of excellence. We might mention in particular "Paddy's Excelsior," "The Polish Boy" and "Searching among the Slain."

ELOCUTION.

Is a useful and beautiful accomplishment for schools and individuals and much benefit can be derived from it.

It improves the voice, gives it clear and proper articulations, ease and elegance to the speaker, and lends charms to the subject.

Besides these real benefits, Elocution conduces largely to health and happiness. It expands the chest, strengthens the voice and gives the lungs full exercise. Our Public Schools should have more of these exercises.

We are all actors in life's drama, and even little children delight to play their parts in scenes of love and beauty. Its Dramatic acting with simple stage effects scenes, curtains, and tableaux will add much pleasure and profit to our Public School exercises.

WESTFIELD.

Is a flourishing village situated pleasantly on N. J. C. R. R. about 20 miles from New York. It has a population of about 3,000, and Scotch Plains is embraced in its limits. Churches are fully represented, here, with Episcopal, Presbyterian, Baptist, Methodist and African. It has many fine buildings, tasteful residences and is really a charming place. It is proud, and justly, of it.

MODEL PUBLIC SCHOOL NO. 10

Through the kindness of Stephen S. Mapes Esq., Pres. of its Board of Education, I had a glimpse of the institution and its perfect arrangements. Public School No. 10. of Westfield has been pronounced by high authority as one of the best schools of New Jersey, and it is really a model one. It is a large wooden building with every convenience, size 50x75 feet, situated on a fine elevation, overlooking the railroad, and many charming scenes. It cost over \$15,000.

A principal and four talented teachers, with salaries of \$1200, \$800, \$600, \$400, per year, manage its lessons, and over 250 scholars. The expense of this school is \$4000 yearly. The state special tax for it is \$2200 and the balance is contributed by the inhabitants. It is impossible to have good schools (or anything) without effort, brains and money. Westfield understands this principle, and carries it out in her admirable school system.

As practical proof of the benefits of this instruction, two of its present teachers were formerly pupils, and the Hon. Horace Clark (ex-Congressman) here received his first lessons of wisdom. The Trustees know how to make the children happy, and studious. The grounds are laid out in many beautiful designs for flowers, and good scholars have charge of these plots. The pupils appreciate their school, and work for its good; from their efforts it has now a fine \$700 piano, and a public library commenced.

Yours truly,

STYLVANUS LYON.

Fashionable lady coming out of church—"What a powerful sermon! I was never before so impressed with the duty and privilege of giving freely, and I'll send, this very week, another silk dress to my daughter."

Teacher's Institutes.

Sing Sing, Westchester Co., May 1.
Amsterdam, Montgomery Co., May 8.
Whitestone, Queens Co., May 15.
Carthage, Jefferson Co., May 22.
Poughkeepsie, Dutchess Co., June 5.
Ovid, Seneca Co., June 12.
Ghent, Columbia Co., June 26.
Versailles, Indian Reserva'n.
Ballston, Saratoga Co., Aug. 14.
Oxford, Chenango Co., Aug. 21.
Berlin, Rensselaer Co., Aug. 28.

Princeton Theological Seminary.

THE sixty-fourth annual commencement of the Princeton Theological Seminary took place April 25 in the Seminary chapel. The following are the names of the graduates:

W. C. Alexander,	John Herron,
W. C. Armstrong,	David Jamison,
Chas. S. Barrett,	Adolph Kreps,
Wm. Boyd, Jr.,	A. W. Long,
M. C. Buettel,	Sam'l McLanahan,
G. H. Burroughs,	A. H. Moment,
S. C. Caldwell,	T. S. Negley,
Chas. S. Converse,	M. F. Paisley,
J. D. Countermine,	G. S. Purves,
S. E. Elliott,	W. D. Roberts,
W. H. Fentress,	Henry Rumer,
Geo. M. Fleming,	J. R. Smith,
John Fox,	J. Stark,
G. C. Haney,	B. B. Warfield,
A. P. Hopper, Jr.,	E. P. Welsh.

Dr. Charles Hodge offered prayer, after which the class passed around and shook hands with each other. "Praise God, from whom all blessings flow" was sung, and benediction pronounced.

Practical Questions Settled about the Centennial Exhibition.

As there is considerable doubt expressed throughout the country as to the Centennial Exhibition being ready to open on the 10th of May, we have taken pains to inform our selves on the subject, and give as authority some extracts from the official report of John Welsh, Esq., President of the Board of Finance, which has just been published. On the point of readiness it says:

"Notwithstanding hindrances to our progress, our buildings and grounds are in an unusual state of forwardness as compared with those of other International Exhibitions at a corresponding time; nor will they prevent the punctual observance of the appointed day for opening, 10th of May.

On the subject of hotel accommodations, the report says:

"At one moment great anxiety was felt lest there should be a scarcity of accommodations for visitors. It has been entirely removed. Hotels of very large capacity have been erected in the immediate vicinity of the Exhibition and throughout the city. Old ones have been enlarged, and by the agency of an enterprising association very large numbers of private dwellings, of which Philadelphia has sixty thousand more than any other American city, have been utilized for the purpose; so that under no propable circumstances can any inconvenience occur for want of comfortable accommodations.

"The strongest assurance is also felt that the charges will be moderate."

In the matter of the charge for admittance, a fifty-cent note paid at the gate admits to grounds, and there is no further charge. A visitor can enter one building or all of them as he sees proper. We quote the text of the report touching this question:

"In the arrangements connected with the entrance and exit of visitors, exhibitors, and employees, the greatest simplicity has been aimed at. Each class will use special gates. The ticket for visitors will be a fifty-cent note, and if not in the possession of the visitor it can be obtained in exchange for other money at an office near each gate of entrance. Child

ren pay the same as adults. To vary from a uniform price entails so many inconveniences as to forbid it. Fifty cents for nine hours' visit to a museum of the products of the world, distributed among beautiful buildings and on grounds of surpassing attractions, must be satisfactory to every one. Such exhibitors and employees as are required on the grounds will be furnished with special tickets. Properly authorized representatives of the press, within reasonable limits, will be recognized as entitled to free admission.

The Pensioning of Teachers.

We noticed in our issue of the 22d., the induction into the Senate and Assembly, of a bill providing for the pensioning of teachers in our public schools, after a service of twenty-five years for females, and thirty for males. The bill passed the Assembly by a vote of three to one in its favor, and we had hoped to announce in this issue that it had passed both houses. We presume however that the pressure of business in the Senate prevented the bill being reached. The bill should have the support of all who believe in our public school system and seek to make it most efficient and economical; we are confident that it will have the support of such men as Senators Booth and Gerard, the former of whom has been so long and honorably connected with public school matters in this city, and the latter, whose father was one of the most earnest and intelligent workers in the interests of our public schools. The press, with the exception of the *World*, so far as we have seen is unanimous in favor of the Bill, and the grounds of opposition by the *World* appear to us to be the strongest arguments in favor of the passage of the Act; we are surprised at the position taken by the *World*, in as much as it has been urging so strenuously civil service reform, and now opposes the very first legislative measure that seeks to give it practical and definite shape.

We congratulate Messrs Husted and Woodin, that they are the first Legislators in this State, in fact, in this Country, to clearly perceive this want, and to crystallize into the form of a wise and just law, so important a measure, and to give to true civil reform service practical and definite shape; if they did nothing else this session but secure the passage of this Act, they would be entitled to the gratitude of all who seek the welfare, prosperity and greatest efficiency of our public schools.

It took England sixty years to get the principle incorporated into her laws, commencing in 1810 with the labors of that accomplished scholar, Sir James Graham, and ending with those of Messrs Gladstone, Disraeli, and that practical man of business, Sir Stafford Northcote; these gentlemen saw that the measure was not only wise but the most economical and it was at a time of great commercial depression, and upon the ground of economy that the measure was finally adopted by Parliament.

The schools are as much a part of the public service as the army or navy, the fact that the state has taken upon itself the work of educating its citizens, entering into competition with private schools, destroying teaching as a private profession, clearly shows this, if the principle is correct in the one case, why not in the other? Are the schools less important? Is there work less beneficial to the State? The army and police are conservators of society; the teacher is a far greater conservator, a member of that "finer police," who seeks through wise and generous culture of the citizen, to protect the State against vice and crime.

Does any one doubt that the pension system, in the army, is one of the most potent sources of its efficiency? A single illustration will show how high a standard of honor there is among army officers. During the late war hundreds of millions of dollars were disbursed by regular army officers, and with few exceptions every dollar was accounted for.

There are three grounds upon which this Bill can be urged; economy, efficiency and justice.

Emerson in one of his essays, says—"Economy consists in a wise expenditure of money." The State has to-day invested in public school property over \$40,000,000. In addition to several millions more that each year is paid to support the schools. How can the state get the largest return from this investment?

It is a truism but one that needs constantly to be impressed upon the minds of the people, that the safety of the state here, even more than in any other country depends upon the wisdom and intelligence of the masses and this is one of the chief grounds urged in favor of the establishment of free schools; this work devolves upon the teacher, silently and unobtrusively he does his work. The fruits of which are shown long after his labors have ceased, and the grass is green upon his grave, in the establishment of a well organized community, in the enactment of wise and just laws that recognize individual rights and protect individual interests. It is his province to impress the mind when the freshness of youth is upon it, with correct principles, wise maxims and noble ideas, he more than any other, shapes the destinies of the nation, protects it against the inroads of corruption and the demoralization of crime. And what is his reward, not wealth, but that higher satisfaction that is derived from work well done; even if he had time, outside of the duties of his profession to engage in other business, his profession unfits him to accumulate money, in this money getting age.

It is a proposition that will not be disputed that the least service is always the most efficient; this is recognized in every department of human activity. Can the best service be obtained by the state in this direction by providing so ill for this branch of the public service, that he who gives his life to the profession of teaching, sees only poverty and want staring him in the face when old age comes; and is it not a fact, within the experience of all acquainted with public school matters, that teachers, who have served long and well are often retained after their usefulness is ended, because Boards of Education are loath to cast them upon the world penniless in their old age?

The teacher, above all others should have his mind free from care as to daily wants and future needs, the mind cannot evolve its best thoughts or the teacher do his best work, when harassed with care as to how he may supply his daily bread.

It is in the calmness of the cloister that the noblest works of human genius have been wrought. It will not be claimed that the teacher is sufficiently well paid, to lay up money, even the highest salaries are but little more than enough to supply daily wants, and it should not be forgotten, that it is not bread alone that the true teacher needs, but something beyond that, to satisfy the demands of a cultivated taste.

Is it not more economical for the state to provide for the moderate support of the teacher in his old age, than to increase his salary to such an amount that he can provide for old age himself? And justice clearly demands that one or the other of these things should be done. If the experience of European countries had not demonstrated, that the measure is economical, we submit that the above considerations clearly show that it is.

Will the measure add to the efficiency of the public schools. We think that it will. While the true teacher does not seek wealth, he needs and should be secured, beyond a question, against present want or future need; thus only can his mind be free so as to accomplish the best work. Is it not true that many of our best teachers who desire to devote their life to this profession, pressed by this consideration, seek other and more lucrative channels of activity. How many enter it merely as a stepping stone to other voca-

tions? Give these men security only, and this will not be the case, for apart from its usefulness, to one interested in true progress, this profession has many charms.

What greater satisfaction is there than to see the youth developing into manhood with mind well trained, filled with the noblest ideas, the highest thoughts of the wisest and best teachers, going out to labor and to leave his impress upon society and governments.

The teacher is not only the conservator, but the creator of societies and governments. A measure of this kind if adopted, will not only retain the best teachers, in the profession, but attract to it. These are a few of the considerations that suggest themselves to us, as to the increased efficiency that this measure will give to our public schools.

As to the justice of the measure it certainly needs no argument to support it. In the case of the army, the state demands the service of the citizen, and no state has been so barbarous as to turn the soldiers, scarred and maimed in many battles, in the service of the state, away uncared for. Shall that other soldier, the teacher, who prepares each generation to fight wisely and successfully the great battle of life, receive less recognition?

Lectures of Dr. Howard Crosby

AT MRS J. T. BENEDICT SCHOOL.

NO. 7, EAST 43D STREET.

NEW YORK.

SECOND LECTURE.

DR. Crosby began by defining the distinction between *wisdom* and *knowledge*, saying that if we can acquire but one it should be wisdom rather than knowledge. Mezzofanti had a vast amount of linguistic knowledge, and spoke 120 different tongues, but he was not distinguished for his wisdom. Knowledge, too, may be so useless, that the more of it we have, the worse off we will be. One may spend his life in counting the paving stones of the street, but it would be worse than useless. A person with much useful knowledge, but without practical wisdom is not a desirable member of society, while, on the other hand, one with very little of the knowledge derived from books and the schools, with wisdom in the use of that little, may exert a wide and beneficial influence. If one expects to have the widest and greatest influence for the good of mankind, she must combine the useful knowledge with practical wisdom.

There are three ways of acquiring knowledge, all of which are within the reach of every one; knowledge by means of the schools, by reading, and by conversation.

Women, as much as men, need all the aid possible from the system of the schools that has been handed down to us from the past. This system embraces the knowledge and wisdom of the best minds of the past. If there is anything to be gained by a well arranged course of study, such as that of the schools, women ought to receive this aid also. And none more than women, can profit from the indefinable culture which results from the contact of mind with mind, as found in the schools.

It is a great mistake, to depend upon home influences, alone, for one's mental culture, for such minds will of necessity be narrow and one-sided. The so-called self-educated is a person of crotchets and hobbies, one whose influence will be narrow and in the wrong direction. Every one has examples in his own mind of self-educated men, whose senseless hobbies are opposed to any real progress in the world, who can be characterized by nothing less than the word *nuisance*. Women must, by all means, avoid this course by availing herself of all the aids of the schools of systematic courses of study, and the association with refined and cultivated scholars.

Knowledge can be acquired, especially, after your school days are over, by means of reading. But there are so many books, libraries are so large, that it is easy to mis-

spend most of our time in reading books of a worthless and pernicious kind. It is depressing to enter a large library and think how many books there are to be read, and that you have time to read so few of them, but you may take courage in the thought that many of them contain the same ideas, and that a large majority of the rest are not worth your attention.

I shall refer to a few rules to guide you in the selection and reading of books. First in regard to reading books for recreation, I would say avoid the current novels of the day, particularly those of the sentimental love-sick order. You can derive no sound knowledge or moral culture from them. Let the few works of fiction that you read be true, i. e., such as give true representations of nature; such as give a true and not an exaggerated account of social life; and such as give true ideas of morality and religion, of man and of God. The rules that guide in fiction will apply in selecting poetry for leisure hours, viz, read the true, and let the exaggerated and false alone. If you have been engaged in obscure studies or in solid reading, nothing will unbind the mind better than some light thing like Mother Goose.

Besides books for mere recreation you should have on hand something for systematic reading, and these will generally be in one of three directions. One needs books for informing the mind, such as treatises or Geography, Biography, History, Natural History; books for giving to the mind, of which there are many on mental and scientific subjects; and lastly works for the cultivation of the imagination. In this last, a wide field is open to you in Architecture, Sculpture, painting, poetry, music, and the higher forms of prose and poetic literature.

Every student needs, with her other reading, what may be called solid works, whose general object is threefold. We read some such works that we may get definite and clear perceptions of whatever subjects they treat; others in order to cultivate the faculty of comparison; and others still to lead us to draw correct and logical conclusions.

But of all books, both for reading and study, the Bible is the most important. This book is to be read in school and out of school, at home and abroad. It is unequalled for its histories, biographies, and pictures of social life; and it stands without a rival in the beauties of its prose and poetic literature. It is universal in its application to the wants of our race, for it was written by God for the formation and elevation of human character.

In regard to the manner of reading, I would say read thoughtfully, and so attentively that your mind is not diverted from your subject. Sometimes sound assists in getting the sense; therefore, read, aloud to yourself, or hear the reading of another. A gain solve difficulties when they arise, by using dictionaries, encyclopedias, and any other means within your reach. Finally make notes on the margins of the books read, in regard to the perceptions drawn, and the conclusions arrived at.

The third means of acquiring knowledge, is that of conversation. The efficacy of this means is grounded in the fact, that each sex, by nature, seeks to please the other in thought, word and action. This of course lays great responsibilities upon each sex, and especially on females, that their influence upon the other sex shall be the best possible. How learned and wise ought woman to be in order to keep man, who is so prone to stray, on the right track? The principle of which we speak constitutes every woman, be she young or old, the center of a powerful influence, which she is to exert by means of her conversation.

I can refer to only two or three thoughts in regard the general character of conversation, and those apply to both sexes alike.

Conversation, as a general thing, ought not to be personal; neither about oneself nor about another. For conversation about one-

self, in regard to dress personal appearance, pursuits, &c. will be apt to lead to vanity and self-esteem. On the other hand if we talk much about others, our conversation will almost surely lead to gossip, if it does not take the evil form of slander. The great safeguards for our conversation, that it does not lead to these evil results, but is directed to wise and useful ends, is to see that our minds and hearts are cultivated and refined by all the best aids that can be rendered in the best of schools, and by judicious reading.

PARENTS HELPING CHILDREN IN STUDY.

We teachers, feel that the aid which parents will persist in giving to their children at home is a great hindrance to their improvement, and, consequently, a great injustice to us. The teacher, for instance, gives a pupil a lesson consisting of questions on the map. He wishes him to look for the answers himself, and, by habit, to gain facility in finding places. The child, if he cannot find a place immediately, asks the parent to find it for him. He complies: when, if he had refused the child would have found it by himself after a time, and, while looking for the particular place, would have gained a general knowledge of the situation of places on the map which would have been useful at other times. He would also have been forming the habit of self-dependence.

Take another case. A teacher, after he has, in the class, explained a certain rule in arithmetic, and made the pupils perform examples under that rule till the process has become familiar, gives them some examples to be done out of the class. A pupil carelessly makes mistakes in doing them. The teacher would tell him to look till he found his mistake and correct it. This would be a good mental discipline. He takes the example to his parent, who finds the mistake for him, and thus encourages bad habits.

Again, in arithmetic and algebra, problems are often given, concerning which there are no particular directions in the book, but the benefit of which consists in the thought which the pupil is obliged to exercise in regard to the manner in which they are to be solved. In such a case, if the parent tells him how to do them, does he not injure him? Who then, has reason to complain—the parent or the teacher, whose efforts to discipline the mind of the pupil are rendered unavailing by the interference of the parent? But the parent will reply, "If I do not assist my child, he will lose his marks and standing in the class." If you have committed the training of your child to a judicious teacher he will not make him lose credit because, after having worked a sufficient time upon a problem, he has not been able to solve it. He will reward him for the effort, whether that effort is successful or not. If the pupil has made a mistake through carelessness, making him lose his marks will be the best way to make him more careful another time.

In studies which are not mathematical it will often happen that in a new lesson there is something which a child cannot understand. In such a case the judicious teacher will not blame the child for not being able to recite that particular paragraph, but will explain it to him, and the explanation thus given help to make the recitation interesting.

Again, how many parents help their children in writing compositions; thus not only preventing them from strengthening the powers of their own minds by exercise, but teaching them to try to deceive their teachers. I say try, for the experienced teacher will not often be deceived. If the judicious he will give the pupil no credit for what he has done with the assistance of another, but will reward him for his own exertions, however many faults there may be in his style. The object is, not to have a well-written essay copied by the pupil, but to teach him to express his own thoughts with facility.

But it may be said that all teachers are not judicious in regard to this thing. Then let the parent send his child to one who is; and, even if this is impossible, would it not be better to let him lose his marks and standing in the class than to let him lose the benefits of proper mental discipline?—*New York Observer.*

Bellevue Hospital Medical College, CITY OF NEW YORK.

SESSIONS OF 1875-76.

THE COLLEGIATE YEAR in this Institution embraces a preliminary Autumnal Term, the Regular Winter Session, and a Summer Session. THE PRELIMINARY AUTUMNAL TERM for 1875-1876 will commence on Wednesday, September 15, 1875, and continue until the opening of the Regular Session. During the Preliminary Term, clinical and didactic lectures will be given in precisely the same number and order as in the Regular Session. THE REGULAR SESSION will commence on Wednesday, September 29, 1875, and end about the 1st of March, 1876.

FACULTY:

ISAAC E. TAYLOR, M.D.,
Emeritus Professor of Obstetrics and Diseases of Women and Children, and President of the College.
JAMES R. WOOD, M.D., LL.D.,
Emeritus Professor of Surgery.
FORDYCE BARKER, M.D.,
Professor of Clinical Midwifery and Diseases of Women.
AUSTIN FLINT, M.D.,
Professor of the Principles and Practice of Medicine and Clinical Medicine.
W. H. VAN BUREN, M.D.,
Professor of Principles and Practice of Surgery with Diseases of Genito-Urinary System and Clinical Surgery.
LEWIS A. SAYRE, M.D.,
Professor of Orthopedic Surgery, Fractures, and Dislocations, and Clinical Surgery.
ALEXANDER R. MOTT, M.D.,
Professor of Clinical and Operative Surgery.
R. OGDEN DOREMUS, M.D., LL.D.,
Professor of Special Departments, etc.
HENRY D. NOYES, M.D.,
Professor of Ophthalmology and Otolaryngology.
JOHN P. GRAY, M.D.,
Professor of Psychological Medicine and Medical Jurisprudence.
WILLIAM T. LUSK, M.D.,
Professor of Obstetrics and Diseases of Women and Children and Clinical Midwifery.
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FOR THE YEAR ENDING DECEMBER 31, 1875.

ANNUITY ACCOUNT.

	No.	ANN. PAY'TS.		No.	ANN. PAY'TS.
In force, Jan. 1st, 1875.....	49	\$36,653 00	In force, Jan. 1st, 1876.....	55	\$27,965 73
Issued,	9	4,294 30	Terminated,	8	9,911 58
	58	\$30,977 80		55	\$30,977 80

INSURANCE ACCOUNT.

	No.	AMOUNT.		No.	AMOUNT.
In force, Jan. 1st, 1875.....	90,914	\$301,925,735	In force, Jan. 1st, 1876.....	94,253	\$305,057,221
New Risks,	6,943	\$4,905,100	Terminated,	6,953	\$1,776,008
	100,756	\$336,833,386		100,756	\$336,833,386

Dr. REVENUE ACCOUNT. Cr.

To Balance from last account.....	\$69,187,411 31	By paid Death and Endowment Claims, &c.,	\$4,385,083 98
" Premiums received.....	18,781,970 49	" " Annuities.....	25,231 80
" Interest and Rents.....	4,065,998 16	" " Dividends.....	3,589,663 67
		" " Surrendered Policies and Ad-	4,794,933 79
		" " Commissions (payment of cur-	762,265 09
		" " rent and extinguishment of	706,198 11
		" " future).....	75,414,923 42
		" Expenses and Taxes.....	
	\$59,536,379 96	Balance to New Account.....	
			\$59,536,379 96

Dr. BALANCE SHEET. Cr.

To Reserve at four per cent.....	\$74,167,374 57	By Bonds and Mortgages.....	\$60,071,189 91
" Claims by Death, not yet due.....	602,345 85	" United States and New-York State	
" Premiums paid in advance.....	30,179 73	" Stocks.....	9,004,971 13
" Contingent Guarantee Fund.....	250,000 00	" Real Estate.....	3,572,655 41
" Undivided Surplus.....	8,730,494 51	" Cash in Banks and Trust Compa-	8,850,255 76
		" nies at Interest.....	1,177,103 85
		" Interest accrued.....	1,092,493 41
		" Premiums deferred, quarterly and	
		" semi-annual.....	111,369 50
		" Premiums in transit, principally	10,189 34
		" for December.....	
	\$78,680,194 71	" Balances due by Agents.....	
			\$78,680,194 71

From the Undivided Surplus a Dividend will be apportioned to each Policy which shall be in force at its anniversary in 1876.

I have carefully examined the foregoing Statement, and find the same correct.
January 15th, 1876.

ISAAC F. LLOYD, Auditor.

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AND

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NEW YORK, MAY 13, 1876.

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This paper is sent until ordered to be discontinued. Such an order can receive no attention, if arrearages are due, until such are paid.

DURING the absence of the Editor for several days many annoying errors have crept into the types.

A PERUSAL of this number of the JOURNAL will show that there is much to be said on the question of pensioning teachers. But that point will never be reached unless the teachers themselves move in the matter.

PLEASE notify us of change of residence at once, so that you may receive the JOURNAL regularly. We have no small number of copies returned marked "Removed." And, here, let us in the name of all that is fair, protest against a subscriber discontinuing without settling up arrears.

We are sending out a good many educational works to teachers. Page's Theory and Practice seems to lead the way and a splendid work it is. Every teacher should own a copy of this grand work. If Mr. Page had done nothing else but write this book he deserves to be forever remembered with gratitude by the teachers.

THE National Educational Association will meet this year at Baltimore, Maryland, on Monday, Tuesday and Wednesday, the 10th, 11th and 12th of July. Prof. W. F. Phelps is President and W. D. Henkle, Secretary. At the close of this meeting a session of the first International Educational Congress will be held, to occupy three days.

THE last number contained an excellent portrait of Pres. Barnard of Columbia College. For this as well as the descriptive matter we are indebted to the *Phrenological Journal*. This magazine has always been a powerful educational journal not among the children, but among the men and women of the land. We cannot think of any that stands before it in aggressive position and progressive thought; it strives earnestly to give utterance to what will benefit the human race. And since Mr. Drayton has become its editor we believe it has kept all its old excellencies and added many new ones.

Editorial Correspondence.

ALBANY, N. Y.

THE Committee on Education have introduced an important bill that considers the value of the teacher and pro-

poses a recognition of his services by the state itself. One of the chief complaints brought against the teacher has been that he used teaching as a stepping stone to something else, that he was not willing to live and die in the occupation. The cause of this has been in the fact that the poor compensation paid, forced men of abilities to go into other lines of work into order to provide for old age. In most occupations men or women can "build up a business" that will be productive long after they have ceased to labor. A teacher finds his ability steadily diminish as he grows older, and retire he must whether he wishes to or not. It is a question, therefore, what can the state do to remove from the teacher's mind that solicitude for his years of infirmity that becomes a persuading argument to seek some other occupation. It is believed that the suitable method of meeting these perplexities is for the state to recognize the teacher as its servant quite as much as the soldier. It is believed that while he is, in a certain sense, so recognized now, it is only to secure suitable qualifications from him, and has no reference to his welfare present or prospective. The state has looked well to its side of the case, it is time for the teacher to look at his side.

The first aspect of the question of paying pensions to the large number of teachers employed is discouraging, it must be admitted, but there was a time in the remembrance of many now living, when the idea of providing for the education of every child in the state was decided, because it was said it would "beggar this state."

And in like manner the first reply made to the intelligent Committee on Education is the old one of cost. We do not propose to answer this objection, for it will be urged only temporarily. Convince the people that it will further directly the ends of popular education, that it will add to the working power of the teachers, that it will really add to the efficiency of the department of Public Instruction, and they will consent to it. It will be conceded that for want of efficient teachers full one half of the sums now expended is wasted. This is something that every district feels and knows too well; the situation is accepted because it is supposed that there is no remedy. Young men and women are graduated from our Normal Schools and after teaching one year enter upon other occupations. The army of teachers in as changeable as the stream that flows by us in Summer. We want a body of trained workmen who will give their lives to this noble calling, and who after having done this will have a decent sum paid to them each year, not in charity but as compensation, in recognition for invaluable services. Yes, the fact must be made plain that the system of public instruction is in complete without pensions for the teachers.

A. M. K.

About the Salaries.

CONSIDERABLE alarm has been felt for months past by the teachers that an attempt would be made to cut down the salaries. And the suspicion was a correct one, for in the Woodin Charter was a section creating a Board to fix the salary of every employee. The Charter was passed but the above section was stricken out. In the Senate, when the same bill was up, Mr. Gerard the staunch friend of the schools, proposed an amendment accepting the employees of the Board of Education. This amendment was only passed by the casting vote of the Lieut. Governor. Of course Senator Booth voted for the amendment. As matters now stand, the salaries will not be changed at present.

New York City.

The Teachers' Association.

The Annual Election took place at G. S. No. 47, and the results are as follows:—

There were 850 votes cast, and of these Mr. Albro received 150, Mr. Southerland 600, scattering 100. For Vice President Mr. J. T. Boyle received the most votes, Mr. Albro next, and Miss Matthews next, so that no choice was made. Miss Buckalew was elected Treasurer, Miss Clawson Corresponding Secretary. Mr. J. R. Pettigrew Recording do. Miss H. Woodman Financial do, and Mr. Elgas Librarian. The Teachers of the city are to be congratulated on having selected a working corps of officers. Mr. Southerland has been reelected because with him the others will unite. There are great possibilities in this Association; it has accomplished much in the past, in the fact that about two thirds of the whole number have become members, and now evidently, enters on a career of enlarged usefulness. On the third Tuesday of May, there is to be an election in each Ward of two or more Delegates, which with the officers make up the Board of Directors.

PROF. John W. Burgess of Amherst College was this week elected Professor of History, Political Science, and International Law in Columbia College.

P. S. No. 37 of which Miss Dunican is Principle has some very pleasing features; small but convenient rooms, kept scrupulously clean; an average attendance that varies but slightly from daily attendance; the whole school is nicely and quietly managed.

P. D. No. 44, was lately visited by Misses McCutcheon, Miller and Ritchie of Newburgh, who came for the purpose of examining into the widely celebrated New York Primary Schools. Trustee Hugh King is a very frequent visitor here. He is justly entitled to that now most honorable title "a friend of education"—he is true and tried; may he long endure. Supt. Kiddle visited here, April. 25.

THE FREE READING ROOM at 135 Greenwich Street is one of the best schools for many young men who come in nightly. The lecture April 10th was by Rev. Dr. E. D. G. Prime on "Progress and Success in Life." It was an excellent lecture. On the 12th the Trinity Glee Club will sing. This has been planned by D. E. Hawley, Esq. who gives unremitting attention to make the Reading Room a success. It will be followed by a collation.

Grammar School No. 3.

MALE DEPARTMENT.

There is one feature here that is quite remarkable, and that is the regular attendance of the pupils. On Monday, May 8, for example, out of a total registry of 634, there were present 632. The percentage of absence only goes above two; on the morning referred to it will be observed it amounted to only 1-317 of a boy. This is certainly a very remarkable case, and when it is said that such mornings are not uncommon, it must be concluded that the compliment paid by Mayor Wickham on his late visit accompanied by Mr. Lawrence Barrett, were well earned.

FEMALE DEPARTMENT.

It is a good sign when Trustees love to visit schools. We have never gone into No. 3, without finding either Mr. Wright or Dr. Denison about the building. We were not surprised, therefore at a late visit to find the Doctor on the stairs and to hear from him expressions of satisfaction in respect to the progress of the departments. Entering the main room, we found three classes at work,

yet no confusion. The Visitor's Register shows an almost daily inspection by the Trustees.

Grammar School No. 29.

In the Male Department, Commissioner Goulding was present at the opening exercises, April 20, and made an address to the pupils, in which he showed the advantages of the system of instruction adopted in this city; he alluded in eloquent tones to its offering to all rich or poor the same advantages, a plan which no other country on the Globe yet follows. He strongly insisted that pupils should be grateful to their teachers, and not take their offices as a matter of course. He was listened to with interest because he used the most charming figures of speech. On the following day a pupil and J. Mahoney presented a synopsis of the speech, in a well written composition.

In the Female Department. The Scriptures were read—from Job, on—the morning of the 6th by Mr. Kellogg. The pupils sang an anthem and "Little Footsteps." A class of 16 girls came forward to read proverbs—"Honesty is the best policy," "A rolling stone gathers no moss," and other golden truths were read. After which remarks were made by Mr. Kellogg. It was examined April 27 by Supt. Fanning, with excellent results.

The Primary department was examined lately by Supts. Calkins and McMullen; the latter the four higher classes; the former the five lower.

THE LORD EVENING SCHOOL.—This School at 135 Greenwich Street closed on the evening of May 5. There were present, D. E. Hawley, Esq., Treasurer, M. Dupuy, Supt. of Industrial School, Mr. Preston and many friends. The first two made interesting addresses. There were recitations and singing by the pupils, silver medals were given to Misses Lampey and Lynch, to Masters Riley and Riordan. Several received books and a large number certificates. The school has been under the care of Mrs. Seymour and has been very efficiently managed. The work done by her in improving these boys and girls is worthy of all praise; the small compensation paid these teachers does not prevent their doing an excellent work.

In the New York Union Theological Seminary the examinations of the several classes were going on every day last week. They were of the most thorough and honest character, each student being tested on all his studies by patient and painstaking inquiry into the acquisitions he has made during the year. The examinations include written series of questions, to which pertinent answers are to be given in writing, and the students are also pursued by the professors with oral questions until their attainments are thoroughly tested.

Besides this, an accurate classification of scholarship is made and recorded, by which the grade of every man, though he may not know it himself, is accessible, and a fair estimate may be made of the relative attainments of these candidates for the gospel ministry.

The Alumni held their annual meeting in the Seminary chapel Monday afternoon at 2 o'clock.

The public exercises of the closing year were held in the Madison Square church, on Monday evening, when the Rev. Dr. Hatfield delivered an historical address, and the graduating class received their diplomas.

Charles M. Liddy sued the Board of Education for his salary as a teacher for some months in the Winter of 1872-73, but could give no proof that he was licensed by the Superintendent. The Court gave judgment in his favor. The Common Pleas, General Term, Judge Larremore, giving the opinion

reverses the decision, holding that a teacher under the statute and under the by-laws of the Board of Education must show a license to entitle him to payment or excuse its absence. Chief Justice Daly says the plaintiff must have been presumed to have had a license. The Board of Education offered to rebut that presumption and were denied the opportunity. The trial was not therefore just, and a new trial must be given.

Dr. John Lord is to give a course of six historical lectures—the best six of whole series.—They are to begin next Thursday evening in the 13th street Presbyterian church, near 6th avenue, (Dr. Burchard's.)

THE WILSON SCHOOL.—On the side of Tompkins Square, at the foot of St. Mark's Place, stands a building, once a factory, now a school house for instructing the children of the poor. It bears the name of WILSON Industrial School, and has for its sole object the simple teaching and training of girls to be useful workers in the kitchen, or to be the wives of men who earn daily bread by daily toil.

It teaches them to sweep and dust, to sew, to wash dishes and bake and boil, or at least gives them elementary lessons in house-work together with reading, writing and the simple rules of arithmetic, with good religious instruction, so that they will be well fitted for useful employment in the family.

It has been in operation twenty-three years. It teaches two or three hundred girls annually. The lodge at home, but are clothed, fed and taught at the school. Fifteen dollars a year pay for the care of one child. It depends wholly on the good gifts of its friends.

Last Friday saw the 23d anniversary. The rooms were crowded with ladies and gentlemen interested. The children went through their exercises, singing, reciting, using the broom and brush; Mrs. Hastings and Tucker delivered excellent addresses, the reports were read, and prayer was made. Mrs. Jonathan Sturges presides over it, and a corps of devoted women of whom the world is not worthy, give their time and toil and money to its energetic support.

Grammar School No. 56.

Jennie Lawson is a member of the second class in this school. Friday last a number of arithmetical examples were given out for solution, but three of them, in percentage, requiring long processes in division, resisted all Jennie's efforts to secure the correct answer. This circumstance seemed to distress the child, and after working through them again but without success, she went home determined by persistent effort to find out where her error was, and she continued to strive until long after the rest of the family had retired. Towards midnight her mother who slept in an adjoining room, called to her daughter that she had better go to bed, lest she should be late in rising the next day. The girl at once retired, and in a few minutes was fast asleep. About an hour afterwards Mrs. Lawson was again awakened by a sudden noise in her daughter's bed chamber, which was then in entire darkness. She called, but receiving no answer, arose to see what was the matter. Jennie was sitting at her desk, and had apparently just completed some work on her slate, the noise having been made by the falling of a ruler from the table to the floor. The girl was fast asleep. Mrs. Lawson did not wake her at that time and on the following day it was afternoon before the girl could be roused from the deep sleep in which she seemed to be. Upon awakening, Jennie spoke of the problems, and expressed her intention of making a further trial at their solution. Upon getting the slate she found them completely solved in her own hand, each line neatly ruled and the figuring without the slightest error.

this she was greatly surprised. Her last knowledge of the puzzling examples was of leaving them undone on the night before. Of her performances in her sleep she knew when awake absolutely nothing, and her mother not having mentioned the incident, left her the more bewildered. Yesterday the girl brought the work to school and related the incident attending it to her teacher. The room was entirely dark, the girl soundly asleep during the working out of the test examples. She had never before shown any symptoms of sleep-working, nor have any of her relatives been so affected.—*World*

Grammar School No. 1.

PRIMARY DEPARTMENT.

In the place of Miss Elizabeth Downs, Miss Fargies has been appointed to give instruction in music. We judge from listening to her lesson she will prove an interesting and profitable teacher; the rows of little ones manifested great pleasure in the exercise.—The Trustees of this Ward are indefatigable visitors to this department—the chairman, Mr. Morris Friedsam, shows no abatement in his zeal for the interests of the school. The excellent clerk of the Board of Education has recorded his name on the visitors book; also we find that of that true friend of the teachers, Mr. S. M. Perkins, who gave the children a very interesting and instructive address a few mornings since on "Improvement." His experience as a teacher enables him to speak intelligibly and pleasingly to scholars.

Mr. Gougherty, the Janitor, affirms that the Trustees have ordered him to admit no one into the school building besides themselves, the pupils and teachers. This is "strange if true." If so, it may be called *private* instead of *public* school.

And this leads us to say, that some weeks since our reporter called at a fashionable young ladies' school up town for the purpose of writing an account of it. After stating this to the principal, he received the answer:—

"We never have visitors."

"But surely you allow parents."

"No, we never have parents come to see us."

"But how do you manage about public exercises?"

"We never have any."

"Or examinations?"

"We never have any."

And so in dignified seclusion, like the eyeless fish in the waters of the Mammoth Cave, that school pursues the even tenor of its way. People begin to say however, it is very much "behind the time."

Pensioning School Teachers.

What becomes of old schoolmasters and schoolmistresses, is a question that probably few people ever considered, and that fewer could answer. Yet there is not a class of our citizens whose labors are more fruitful of good, or of more importance to the public. If the State ever finds it for its interest to encourage faithful and continuous civil service by a provision for retiring on half pay, it seems to us clear that it should do so in the case of those intelligent, cultivated, conscientious, underpaid servants, who form the minds of the rising generation. Yet, it remained for Senator Woodin and Speaker Husted to devise a bill embodying so sensible and obvious a suggestion.

It does not prepare those who follow it, for any other business. It does not enable them to lay up much "for a rainy day." It ought not to be expected that the right sort of men and women will devote the best part of their lives to teaching, with the knowledge that when they pass their years of vigor they will be "turned out to grass," with no means of support.

Book Notices.

A PARAGRAPH HISTORY OF THE AMERICAN REVOLUTION, by Edward Abbott. Published by Roberts Brothers, Boston.

This little book is compiled from larger volumes, and presents those things that are necessary to delineate an accurate outline of the momentous struggle between the Colonists and Great Britain. It bears the same relation to the ordinary history that sketch does to the finished work. It is true it not full; it is just if not deep. It is divided into ten chapters; it has neat maps and illustrations, and the foot-notes found on many pages are selected with great discrimination.

Mr. C. W. Bardeen the enterprising editor of the *School Bulletin* has issued the questions that have been sent out to the Academies for the past ten years, in the form of neat little books. The one on Grammar contains 1400 questions; on Geography 824; in Arithmetic 692. The latter are also printed cards. They deserve the attention of teachers. He has also issued a book defining the position of the teacher in respect to the law. It is entitled, "Common School Law for Common School Teachers." This is a valuable little treatise, as it gives the decisions of the Courts etc., in respect to discipline etc.

THE *ÆNEID* OF VIRGIL, done into English verse by William Morris. Published by Roberts Brothers, Boston.

This elegant volume will be welcomed by scholars. There are too many Americans who have perused the original, not to feel an interest in the verse of one who has evidently drank deeply of its spirit, and given something besides a translation. The scholar will turn to his favorite passages and find them rendered, if not with all the fire, with more than the smoothness he could bestow. In Book four, line 173, the famous description of Rumor is found.

"Straight through the mighty Libyan folks is Rumor on the wing."

"Rumor of whom nought swifter is of any evil thing."

And in reading the volume there is noticeable that the spirit of Virgil survives in the lines, as well as the sense. It is pleasant to see the beautiful book the publishers have made of it in every way worthy of the reputation the house has achieved for filling tasteful forms to valuable books.

THE CENTENNIAL.

We give the hymn by Whittier, that was set to music by John K. Paine and sung with magnificent effect at the opening exercises.

Our fathers' God! from out whose hand
The centuries fall like grains of sand,
We meet to-day, united, free,
And loyal to our land and Thee,
To thank Thee for the era done,
And trust Thee for the opening one.

Here, where of old, by Thy design,
The fathers spake that work of Thine,
Whose echo is the glad refrain
Of rended bolt and falling chain,
To grace our festal time, from all
The zones of earth our guests we call.

Be with us while the new world greets
The old world thronging all its streets,
Unvailing all the triumphs won
By art or toil beneath the sun;
And unto common good ordain
This rival ship of hand and brain.

Thou, who hast here in concord furled
The war flags of a gathered world,
Beneath our Western skies fulfil
The Orient's mission of good will,
And, freighted with love's Golden Fleece,
Send back the Argonauts of peace.

For art and labor met in truce,
For beauty made the bride of use
We thank Thee, while, withal, we crave

The austere virtues strong to save,
The honor proof to place or gold,
The manhood never bought nor sold!

O! make Thou us, through centuries long,
In peace secure, in justice strong;
Around our gift of freedom draw
The safeguards of Thy righteous law;
And, cast in some finer mold,
Let the new cycle shame the old!

Miss Emily Christiansen's
GERMAN, ENGLISH, and FRENCH INSTITUTE.

360 STATE STREET,
BROOKLYN.

The removal of this school from Schermerhorn street to the present commodious quarters, will warrant a description of its important features. It is now in its fifth year, and is increasing in prosperity with every year of its age. Miss C. is a native of Germany and gives a good deal of attention, to the German language. The youngest children learn to read and speak German, and they do this with perfect accuracy and understanding. This was most apparent in the Kindergarten, where the little children sing songs about the Frog, the Bird, the Sower and the Reaper etc., in English and then in German. It apparently costs these children no effort thus to learn an extra language, as they did all by imitation or following the voice of the teacher.

THE ROOMS.

The location is excellent—near St. Peter's P. E. church, and the rooms are large and well ventilated. There are cloak and neat toilet apartments, and the general structure is such that convenience, health and comfort are combined.

THE STUDIES.

The school is divided in four classes and the Kindergarten. This taught by a native German is for young children, who gave evidence of their training in the various plays, paper weaving, needle work etc. Not only this, but Miss C. believes in teaching these little ones to read as soon as possible. Although instructed in the German method, she feels that the demands of the public warrant a departure from that method. The other Departments are composed of those leaving the Kindergarten and advancing into higher studies.

Skilful teachers have charge of classes in these departments, and we found groups of young ladies giving close attention to the instruction.

Three American ladies give instruction in English studies, as well as a professor who lectures on History and Philosophy. French and German conversation are taught to the pupils, but the end kept in view is a thorough English education for English pupils. There are many advantages about schools of this kind. The pupils feel at home. The house is a handsome private house, the children do their work without constraint.

On entering the Kindergarten they were glad to see us, and gave us with cheerfulness some of their plays; Master Dennis, the little Misses Carman and Doane read to us from their German and English reading books. In another room, Miss Fannie Paddock recited the "Orphan Girl" in German with excellent emphasis and accent. It struck us that the teachers here feel a deep interest in their pupils' progress; the pupils feel interested to help on the work and an air of cheerfulness and happiness pervades the whole institution. At the close of our visit Miss Loeser recited in German, in a superior and pleasing manner "The Curse of the Singer" by Goethe.

At a young ladies' seminary recently during an examination in history, one of the most promising pupils was interrogated: "Mary, did Martin Luther die a natural death?" "No," was the reply; "he was excommunicated by a bull."

Kindergarten Department.

SKETCH OF A BIBLE LESSON GIVEN AT THE AMERICAN KINDERGARTEN, 44, E. 43RD. ST. NEW YORK.

The Theme was "The Temple of the Living God," founded upon Revelation, XXI, 10-27. The Temple had a wall around it. The ancient practice of building a wall around the city and the object of the wall were described in a clear and concise manner.

The wall around this city is great and high and "had twelve gates and at the gates twelve angels." The "wall had twelve foundations." The angel who described this city to John had a reed of gold to measure the city, the gates and the wall. The building stones in the wall of the city were of "Jasper," and the foundations of the wall "were adorned with all manner of precious stones." The first, Jasper, the second, sapphire, &c. Then followed a very fine description of precious stones, expressed in language brought down to the comprehension of children, with illustrations and specimens.

THE APPLICATION.

You are the Temple of the Living God. The building materials are put within your reach, and you are required to lay the foundations, erect the walls and construct the gates.

The wall of the Temple had twelve foundations. Among the foundation stones are truth, justice, obedience, honesty, &c. In building a wall we need something besides mere stones. We must have mortar to hold the stones together and make the wall solid and firm. Love is the mortar you are to use to cement these stones together in the temple of your heart.

Obedience, the principle foundation stone was symbolized by the diamond, a pure brilliant white light. Truthfulness, another important foundation stone was represented by sapphire, a blue light. Justice, another foundation stone was symbolized by the Topaz, a yellow light. Honesty by the Ruby, a red light. The next stone mentioned was a combination of truth and justice, forming faithfulness, which was symbolized by the Emerald, showing a union of blue and yellow light forming green. Justice and honesty combined produces industry. Its symbol was cornelian, its color orange, a combination of red and yellow. The next foundation stone noticed was benevolence, a combination of truth and honesty. Its symbol was amethyst in color purple, a combination of red and blue. Here followed an interesting explanation of benevolence. Patience, a union of faithfulness and industry was represented by citrine a combination of green and orange. Then the little builders combined industry and benevolence and formed another foundation stone, temperance. Its symbol was Jasper; its color russet, a union of orange and purple. Then faithfulness and benevolence were combined to form order, symbolized by olive a union of green and purple.

The gates in this wall of the temple you are to build, must be purity—than which no finer symbol can be found than pearl.

The importance of the constant supply of the cement of love to hold the stones together was impressed by anecdote and illustration at every step. Its symbol is gold. There is a watchman constantly walking around the walls of the temple you are building, who examines every stone you lay and the quality of the cement you use. The golden reed he holds in his hands to measure the walls and its foundation stones is love. Every time you dilute the mortar with selfishness the golden reed detects the deception.

The pavement of the streets of this city is pure gold; and when this temple is completed, if its gates are pure pearl and these precious stones and this cement are used in building its walls and in paving its streets there will be no darkness there for the "glory of God will lighten it and the Lamb is the light thereof."

Such is the temple God wants you to build. With such a character, you will be able to resist fiery trials of the world.

Education of Freedmen.

The Hampton Normal and Agricultural Institute is situated on the east shore of Hampton Creek, just below the town of Hampton.

There are two main buildings of brick, which accommodate the pupils and the teachers in their schools and exercises, and several dwellings for instructors and assistants. "Virginia Hall" has seventy rooms for female teachers and pupils; a capacious dining room, where 250 can be comfortably seated; a chapel, in which 500 can assemble; kitchen, laundry, bath-rooms, sewing room, printing office, repair shop and store-rooms. The building is admirably planned, well built, and of good architectural effect. The other hall is a substantial and tasteful structure, and the entire establishment is kept up with neatness and thrift.

The farm is well stocked and occupies 195 acres, with houses for the Superintendent, Treasurer, and other needful buildings. In the educational department there are now seventeen teachers, of whom twelve are ladies; and there are 211 pupils, two-thirds of whom are boys and young men.

The plan of the school is to combine intellectual culture and manual labor. The male students pay their board, partly in cash and partly in work; the females pay a portion of their expenses by household labor and sewing. The design of the school is to teach the pupils how to get a living, and to train them in order that they may do so. It is also intended to qualify and train teachers for the colored people. The result thus far has been that, in the eight years of its existence, one hundred and fifty graduates have taught in Virginia, North and South Carolina, and other States, intelligently and usefully, more than four thousand at their own race. Each graduating class increases the area of this genuine civilization and instruction.

The support of each pupil is less than one hundred dollars per annum, and no one could visit the Hampton Institute, look upon the happy and interested faces gathered in the chapel, listen to the exercises of the classrooms, and note the development of intelligence in manual labor, in the printing office and on the farm, without being sure that money thus applied is well invested. The energy, economy and judgment with which the Institute is managed are remarkable, and a visit will pay any one who is interested in an educational and political problem which concerns our entire nation. It is easy to criticize methods and to quarrel with theories, but the work already done here speaks its own praise, and inspires a reasonable degree of confidence as to future results.

THE pupils of one of the public schools of Des Moines, Iowa, have written a book about scholars and school life in 1876. After exhibiting the volume at the Centennial they will have it carefully preserved, that it may tell the children of 1976 about the children of to-day.

ONE of the boys just before returning to Cornell the other day sent a young lady friend of his a cake of Lubin's finest variety of toilet soap, with the request that she would draw no inferences on receiving such a gift. The next day the young man was somewhat astonished when he received a letter from the young lady containing a present of a fine tooth-comb, with the request that he would draw no inference therefrom.

To be worth one's weight in gold is no great matter. The body of Adalbert, Archbishop of Prague, was purchased at that rate from his murderers, and that is the only trade of the kind on record. Suppose he weighed 175 pounds, he brought—according to present value in American coin—only \$47,481.

Mr. George W. Curtis has written a letter in favor of pensioning common school teachers, in which he says: "Teaching in the public schools is as essential a part of the public service as the discharge of duty in the army and navy, and the faithful servant in one branch is entitled to the same consideration as his fellow servant in another. The pension would make teaching an assured career and constantly attract to it the best teaching talent in the country, and the efficiency and value of the schools would be promoted just in the degree that teaching ceased to be a temporary resource, as it now so often is. The best service in any public department is always the cheapest, and the advantage that the State would purchase by this little outlay would be inestimable. I cannot help thinking that the proposition must command the warm sympathy and support of the more intelligent friends of the common schools—and with all my heart I wish it success."

PROFESSOR James J. Sylvester, LL. D., F. R. S., who has been elected a member of the faculty of the Johns Hopkins University in Baltimore, and who is expected to arrive here September, made himself famous by his researches in the theory of determinants, the theory of partitions, the theory of linkages, the theory of equations and his trilogy, printed by the Royal Society, Sylvester is not a mere mathematician; he is a brilliant critic, and is the author of a work called the 'Laws of Verse,' and is himself no mean poet and musician. He speaks four languages, and has also invented a calculus, called the 'Theory of Reducible Cyclodes.'

Brooklyn.

A. M. KELLOGG.

Dear Sir:—For some time, I have been a careful reader of your Journal, and have found it to contain many useful suggestions and much valuable information. As a teacher of more than 30 years experience, I have derived no little benefit from its perusal, and recommend it on every favorable occasion.

Enclosed, please find my subscription.

Respectfully yours,

A Brooklyn Teacher.

Recently at a wedding, when the clergyman asked the young lady, "Wilt thou have this man to be thy wedded husband?" she, with a modesty which lent her beauty an additional grace, replied, "If you please."

Some time since a man in Maine wanted to exhibit an Egyptian mummy, and went to the court house for a license. "What is it?" asked the judge. "An Egyptian mummy, may it please the court, more than three thousand years old!" said the showman. "Three thousand years old?" exclaimed the judge jumping to his feet, "and is the critter alive?"

Women are entering largely into naturalistic pursuits within a few years. One of the most valuable contributions to zoological study is the chart by Mrs. Redfield, of Syracuse, in which the animal kingdom is admirably arranged and classified. Mrs. Sarah Binney, of Sterling, Mass., has shot and stuffed twenty-five choice birds of various species and will send them, mounted on a laurel branch, to the Centennial.

Publisher's Department.

TASTELESS MEDICINES sold in all drug stores.

Ruptured men who have used the Elastic Truss Co's admirable device for curing Hernia, at 688 Broadway, will remember that company with sincere gratitude, so long as life shall last.

Dr. Warner's Sanitary Corset, with Skirt Supporter and Self-Adjusting Pads is praised

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A 3000 DOLLARS
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ACCIDENT POLICES by the month or year, for any amount, from \$1,000 to \$5,000, with weekly indemnity in the ratio of \$5.40 each \$1,000.
INSURANCE
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Of Hartford, Conn.

W. A. ARMSTRONG, MANAGER.

WONDER CAMERA.

We have one of E. I. Horseman's Wonder Cameras for sale. Warranted in perfect order, as good as new. Will show a common carte de visite, watch, etc. Fitted with powerful oil lamp, folding oil paper screen, 3x5 feet. Just the thing for a school. Will be sold cheap.

by all the ladies, and approved by all physicians. Warner Bros. 763 Broadway, [New York.

THE STEREOPTICON

No article of philosophical apparatus can be made more varied, interesting, and instructive than the Stereopticon, more generally known as the Magic Lantern.

The defects in most of the lanterns we have used are chiefly want of perfection in the lenses. The glass of which the lenses are made should be as nearly transparent as possible, that the light transmitted may be purely white light. Another defect is in the size of the calcium chamber. If the chamber is small, it becomes unduly heated. The upright chamber is preferable to the horizontal.

Our attention was recently directed to a well constructed lantern at the manufactory in Bond street. The hood or chamber for the light is movable and easily adjusted. There are three lenses used in throwing the condensed light upon the object. The magnifying lenses projecting the image upon the screen are also three in number. The lenses are made of clear glass, highly finished. There is in addition a detachment with a mirror for showing opaque objects, and a microscopic detachment increasing the variety and usefulness of the instrument.

TREATING THE WRONG DISEASE.

Many times Women call upon their family physicians, one with dyspepsia, another with palpitation, another with trouble of the breast, another with pain here and there, and in this way the all present alike to themselves and their easy-going and indifferent doctors, separate and distinct diseases, for which he prescribes his pills and potions, assuming them to be such, when, in reality, they are all symptoms caused by some uterine disorder; and while they are thus only able perhaps to palliate for a time, they are ignorant of the cause, and encourage their practice until large bills are made, when the suffering patients are no better in the end, probably worse for the delay, treatment, and other complications made, and which a proper medicine directed to the cause would have entirely removed, thereby instituting health and comfort instead of prolonged misery.

From Miss Lorinda E. St. Clair, Shade, Athens Co., Ohio.

SUNBEAMS.

Greenbacks may come to pass, but the rest of the family will take them from him.

A very greedy boy—One who recently took the measles from his little sister.

Crusty says that the list of marriages in the newspapers ought to be put under the head of "Ring Frauds."

"I would not, for any money," says Jean Paul Richter, "have any money in my youth." That's the way we feel. We would much rather have it now.

Spilkins says that when the crisis comes in Herzegovina, he hopes the Karageorgovitchs, the Besovitchs, and all the other itches will be ready to come up to the scratch.

Under the new law in Sweden no person who has had enough liquor can get any more. "Enough" in Sweden means when a man begins to brag that his country can lick any nation on earth.

"Ah! doctor, I'm out again—let me thank you, my dear fellow." Doctor—"But nonsense, I never came to see you while you were ill." "Well, that's why I'm thanking you."

"What is your business, sir?" asked the Court, in a sharp voice. "Agochologist." "What's that?" said the Judge. "I opens clams," was the explanation he gave.

"Brother, why don't you ask the stranger to pray?" Because, reprovingly observed the deacon, "this ain't no place for practical jokes. That man's the president of a gas company."

At the show the other evening a gentleman sarcastically asked a man standing up in front of him if he was aware that he was opaque. The other denied the allegation; he said he was not opaque—his name was O'Brien.

"I make it a point, madam, to study my own mind," said a gentleman to a lady who had exhibited some surprise at an opinion he had expressed. "Indeed," she replied, "I didn't suppose you understood the use of the microscope."

An Illinois farmer has applied to the authorities for permission to re-christen his eldest child, whose name is A. T. Stewart Murphy, by calling him Vanderbilt Murphy. Stewart forgot him in his will.

At a little gathering the other evening a young man asked a lady whether, if his small brother was a lad, he was not a ladder, and she kindly said she thought he must be, she could see through him so easily. It is pleasant to be a young man.

A colored preacher down South took for his text the words: "Though after my skin worms destroy this body, yet in my flesh I shall see God," which he divided into three parts, as follows: "First, skin-worms; second, what they do; third, what the man seen after he was eaten up."

Telegraphers are guilty of sad blunders sometimes. The Prince of Wales lately telegraphed from India for "Five Milner's—Milner being a great safe manufacturer—"three with drawers two without." The message reached London: "Five milliners here with drawers, two without."

Trained petticoats are said to be coming into fashion this season. We never saw one, but presume they will be trained to pick up apple cores and cigar stump-off the sidewalk, and to hang over the back of a chair at night. It does not seem as if you could train a petticoat to climb a tree, still one may be made to put on a good many frills.

Fond mother (to old gentleman to whom her son is apprenticed) "I am sorry to say sir, that Harry won't be able to come to work for some little time. The doctor says that he has got brain fever." Old gentleman—"Then the doctor is a fool, madam, for the boy hasn't got any more brains than—than a donkey, ma'am."

Young Grogerson got a little mixed after supper at the Centennial party the other evening, and was heard to remark to a brother swell: "Zis Cillydelphia Penitential's big thing, but they ought to Bell old Shootknop fore it comes off; Andrew Jackson said 'any man flags' down the American hault, spot him on the shoot."

The King of Burmah has ordered the courts and public offices to be closed for forty days, during which time the ceremony of boring holes in the ears of the Princesses will be performed.

It is estimated that there are now 240,000 Angora goats on the Pacific coast, and quite an industry is anticipated in breeding them, as their skins make excellent lap-ropes and gloves, while their wool is very precious.

At Yen-ping, China, placards inciting the populace against foreigners are posted on the walls of the city, and flags bearing the inscription, "expel and destroy the foreign barbarians," are flying in prominent localities.

Because a man in Portland, Oregon, deemed it necessary for the preservation of his authority at home to flog his wife, all the women in the vicinity met in council, passed resolutions, and then going to his house, whaled him until he became insensible.

A Southern paper says that when the revenue detectives of Mobile boarded a steamer direct from Cuba the other day, the Captain invited them below to dine, and while he was saying a very lengthy grace, the crew put ashore a lot of smuggled cigars.

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CAMPOR WOOD.—Attempts have been made during the last twenty or thirty years, to introduce camphor wood for various purposes of cabinet making, trunk work, etc., but, though it is light durable, and not liable to injury by insects, its cost keeps it from being in extensive demand. What has been or is commonly used in this industry is brought from China, but may be obtained from tropical countries in sufficient abundance for all mechanical or constructive needs. It attains large proportions, being sometimes found fifteen feet and upward in diameter, and proportionally high. It has, as is well known, an agreeable aromatic odor, and for trunks and boxes has superior adaptedness; being, however, of double the cost of cedar, it cannot be used, to any considerable extent, as a substitute for that valuable wood, except in the smaller and nicer applications.

NEW VARIETY OF BAMBOO.—M. Renard is reported to have called the attention of Scientific men in France to a new and remarkable variety of bamboo, which comes from the distant provinces of Houan and SuTchuen, China, and is capable of some valuable applications. Contrary to the usual characteristic or form of stem growth, this bamboo is said to be veritably square in its cross section. At one time it was thought that bamboo of this description were produced by pressure from the round bamboo, but, according to M. Renard, they grow in the form exhibited by him. This bamboo reaches a height of from thirty to thirty-five feet, and is found in very close clumps. The bark is of a deep green color, which becomes of a lighter tint as it dries, but never turns to pure white. Its stems, without exception, are square, or square with the corners rounded off—also very straight, uniformly tapering, elastic, and admirably adapted for certain uses.

Dr. Edward Smith, author of an excellent work on "Foods," thinks that condensed milk is not a suitable food as a substance for pure milk for infants. It is more fattening but less nourishing, and greatly reduces the child's power of resisting diseases.

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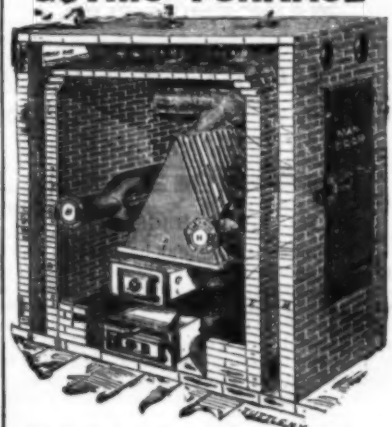
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According to a decision of the Supreme Court of Nebraska, railroad companies are liable for damages resulting from prairies being set on fire by engines.

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Garibaldi lives in a handsome two-story structure enclosed by a high wall, and in the midst of a garden embellished with trees and flowers and conservatories.

Mr. Chaplin, a well-known English turfman, has imported four Arabian horses of high caste, and is going to run them against thoroughbreds in England.

There is a female evangelist named Emma F. F. Snyder successfully working in Southern Illinois who publishes a list of her converts regularly in the papers.

Of the seven children of John Hall of North Troy, four of them, all under fourteen years of age, weigh exactly 200 pounds, and each has ten fingers, two thumbs and twelve toes.

Some of the people in Augusta, Ga., are decidedly nervous because the magazine containing 38,877 pounds of powder is in charge of a man named Thomasen.

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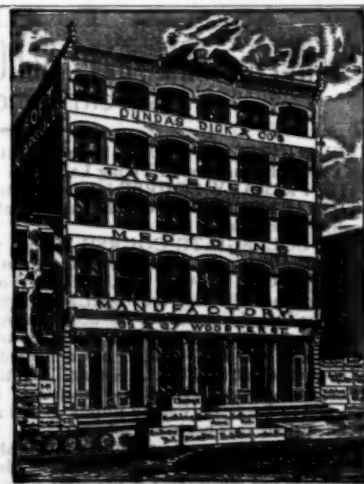
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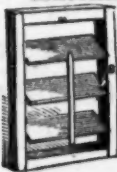
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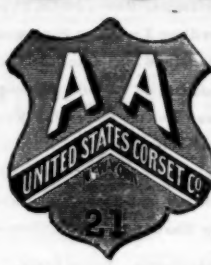


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